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AUTHOR Brown, Marleen
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ABSTRACT

The booklet serves as a step-by-step guide to assist career education teachers and administrators in setting up a program of utilizing the resources in the community. It provides specific procedures, forms, and suggestions to help the school in surveying the community. Nine steps involved in surveying the community are discussed in detail: (1) form a committee of interested persons; (2) review needs expressed by the persons who will use the resources and decide on the scope of the program and the information needed from each resource; (3) review the procedures for obtaining the information from resources; (4) write an information sheet about your program; (5) decide on the population to be contacted and begin contacting; (6) decide on a procedure for compiling the information and begin compilation; (7) decide on a method of evaluation of resources and updating of information on file; (8) print tips for teachers and for resources; and (9) make resources available to teachers. The guide has been field tested by the Westside Area Career/Occupations Project, Glendale, Arizona. (Author/EC)

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SURVEYING THE COMMUNITY

Marleen Brown

October, 1974
Goal 53.0

Mr. John Glur, Project Director
6000 West Olive
Glendale, Arizona 85302

Executive Board Members

Mr. Dave Byrn
Washington Elementary Dist.

Mr. Renault Catalano
Glendale Community College

Dr. Charles Medeiros
Litchfield Park Elementary Dist.

Mr. Ron Murphy
Glendale Union High School Dist.

Mr. Edward Walsh
Tolleson High School Dist.

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Mr. John Glur, Director
Westside Area Career/Occupations Project
6000 West Olive
Glendale, Arizona 85032

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Developing a Program for the Utilization of Community Resources

Using the Cooperative Community Resource Service

Surveying the Community

Developing a Workshop for the Improvement of Resource Presentations

Developing a Workshop for Educator's Use of Community Resources in the Classroom

PREFACE

This booklet is one in a series designed to assist teachers and administrators in setting up a program of utilizing the resources in the community. It is designed to provide specific procedures, forms, and suggestions to help the school take the first big step by SURVEYING THE COMMUNITY.

The format is such that the table of contents is arranged to list the steps in surveying the community and, when necessary, further information on each step is provided on the designated page.

Portions of this booklet were adapted from a booklet of the same title written by Barbara Randall. Thanks to her and the following persons who helped in producing and field testing the original booklet; Jan Reed, Gladys Anderson, Connie Christofanelli, Judy Gran, Ellen Long, Georgia Zeeb, Rachel Palm, Doris Coe, Ruth Ward, Willia Mae Tang...and special thanks to Dr. Ruth Catalano.

Marlee Brown

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Section I

INTRODUCTION

Have you ever tried to convince a class how necessary math or English knowledge really is in the working world, only to arrive at the conclusion that if they heard it from someone who really uses these skills in their everyday work they would probably find a relevancy to their subject areas?

OR

In trying to describe how a "professional completes a task," have you wished you had the professional there to demonstrate the task and discuss first hand the frustrations of "practice til perfect?"

OR

Have you ever heard your students complain about having boring summers and weekends and find that students have very few ideas for productive "fun" activities? Did you wish you could arrange for them to hear first hand from persons actively involved in recreation, crafts, travel, music, art, volunteer activities, hobbies...and maybe find something that "clicks?"

If you have thought along these lines you're ready to begin tapping a wide world of people and places waiting "out there" to help you bring realism, variety and relevancy to your lessons.

Section II

STEPS IN SURVEYING THE COMMUNITY

STEP #1: FORM A COMMITTEE OF INTERESTED PERSONS

The original idea for a Resource List may have come from teachers, administrators, parents or students. In any case, this is one instance where a committee formed from any one or a combination of members of these groups can effectively be used to conduct the survey procedures. A chairman of the committee should supervise all procedures and "keep track" of the progress of the survey as well as coordinate all information received.

At the first meeting, the major steps outlined in this booklet should be reviewed; each step should be in progress or completed before the actual survey begins. Specific tasks associated with each step should be assumed by various members of the committee. With respect to the amount of time available for meetings, the steps can probably be accomplished in three one-hour meetings as suggested below:

First Meeting

- "Step #2: Review Needs Expressed by the Persons Who Will Use the Resources and Decide Upon the Scope of the Program and the Information Needed From Each Resource; Print 'Resource File Questionnaire Card.'"
- "Step #3: Review the Procedures for Obtaining the Information From Resources."
- "Step #4: Write an Information Sheet About Your Program."
- "Step #5: Decide Upon the Population to be Contacted and Begin Contacting."

Second Meeting

- "Step #6: Decide Upon a Procedure for Compiling the Information and Begin Compilation."

- "Step #7: Decide Upon a Method of Evaluation of Resources and Updating of Information on File."
- "Step #8: Print 'Tips' for Teachers and for Resources."

Third Meeting

- "Step #9: Make Resources Available to Teachers."

STEP #2: REVIEW NEEDS EXPRESSED BY THE PERSONS WHO WILL USE THE RESOURCES AND DECIDE UPON THE SCOPE OF THE PROGRAM AND THE INFORMATION NEEDED FROM EACH RESOURCE; PRINT "RESOURCE FILE QUESTIONNAIRE CARD"

This booklet makes the assumption that a need for resources has already been determined and expressed by a majority of the persons to whom the resources will be available. It is also assumed that as a result of the need expressed, you have an idea of the types of services and information you would like resources to provide. If the majority of persons who will be using the program have not been contacted, it is strongly suggested that a brief questionnaire be developed and distributed to ascertain the areas in which resources would be most desirable. (Many programs have used resources to: Speak on their hobbies, occupation, travel experiences; Conduct tours; Counsel students in specific career areas; Volunteer time in a career day featuring vehicles/speakers; Demonstrate a particular skill, etc.)

Based upon the results of the questionnaires, decide what kinds of information you would like to make available through the Resource Program and then upon the information needed from each potential resource.

The "Resource File Questionnaire Card" model provided here is very concise, (see page 4) allowing for specific information from the resource contact. Your form will reflect your needs--however,

SAMPLE A

RESOURCE FILE QUESTIONNAIRE CARD

NAME_____ OCCUPATION_____

COMPANY_____ BUSINESS PHONE_____

BUSINESS ADDRESS_____ HOME PHONE_____

Office Use

I AM WILLING TO:

_____ SHARE MY OCCUPATION OF _____

_____ PROVIDE OTHER RESOURCES SUCH AS: ____PAMPHLETS, ____FILMS,

____TOOLS OF TRADE, ____ACTUAL SIMULATED EXPERIENCES

WITH_____

_____ SHARE MY HOBBY OR LEISURE TIME ACTIVITY OF: _____

_____ OTHER:_____

I PREFER WORKING WITH: ___PRIMARY, ___INTERMEDIATE, ___JR. HIGH, ___HIGH SCHOOL, ___ALL

DO YOU HAVE ANY PREFERENCE TO SIZE OF GROUP? _____

WHAT ARE THE MOST CONVENIENT TIMES FOR YOU? _____

COMMENTS:

THANK YOU!
The Resource Committee

even the most brief questionnaire file card should be typed on a 5" x 8" card and should contain information concerning:

1. Name and title of the contact.
2. Address and phone number.
3. Service which they are able and willing to provide.
4. Grade level with which they prefer to work.
5. Any limitation on their time (once a month, Mondays only, etc.).
6. Preference as to size of group.
7. Source of contact (where did you hear about this resource).

The value of using cards to keep track of resources and volunteers has been proven again and again. They are inexpensive, can easily be obtained, can be printed on a mimeograph machine and are easily updated.

STEP #3: REVIEW THE PROCEDURES FOR OBTAINING THE INFORMATION FROM RESOURCES

Procedures for contacting potential resources are varied; all are effective, but some are more appropriate than others. The following procedures were all successfully used to contact community personnel and for each area to be surveyed, one (or a combination) of these is suggested later in this booklet.

1. Call the potential resource directly, introduce the concept of the program and ask for his participation. If he agrees, obtain the necessary information for his questionnaire file card, (see page 4) right then on the telephone or mail the questionnaire to the resource (enclose a self-addressed, stamped envelope for return).

2. Send a letter or note to the resource explaining the concept of the program and requesting the resource to inform you (by telephone, return mail, etc.) of his interest in participating by filling out a "Resource File Questionnaire Card."

3. Put announcements of the Resource Program in local bulletins (church, school, etc.). Volunteers can be asked to contact a representative of the Program Contact cards can be completed by phone or mail.

Of course, you'll revise these procedures to suit your own needs. However, there are three musts.

1. Be sure to have a completed contact card on <u>each</u> resource.

2. Be sure to contact each resource by phone if for no other reason than to reconfirm the information on the contact card. The call will be well worth the time and will help establish a personal rapport with each resource.

3. Be sure to offer to send the resource the information sheet about your Program.

Whichever procedure(s) you use, be sure you:

1. Explain that this is on a voluntary basis, unfortunately, school finances don't allow for renumerations.

2. Explain that "professional speaking ability" is not necessary or even always desirable. An audience responds to a sincere, informative and interesting presentation, not to a professional oration.

3. Mention that they will be contacted again as the list is updated and will have the option of not serving on the new list.

4. Explain that you appreciate that their first responsibility is to their job and that in case of a schedule conflict, they can certainly refuse or, in extreme cases, cancel a teacher's request.

5. Mention that they will be called when you receive a request for their specific area and that there is the possibility of their not being called for several months at a time.

NOTE: It's a good idea to keep cards on persons who do not want to volunteer their services--this will keep you from calling them again. Notate the card with "inactive."

STEP #4: WRITE AN INFORMATION SHEET ABOUT YOUR PROGRAM

While this may appear to be an unnecessary frill, you will find that many potential resource volunteers will want to know more about the Program before committing themselves.

If you are developing your Program through a Career Education Project, no doubt there are pamphlets/booklets available which discuss Career Education in your state. If no booklets are available or if you are not associated with a particular program, you can send a brochure about your school district and an information sheet explaining the purpose of your Program and the many services you feel resources can provide. In addition, no doubt the resource will appreciate information about the information which would be most appropriate for the grade level he will be visiting.

The information sheets "Resource Program Information Sheet" (page 8) and "Suggested Outline: Speakers" (page 9) were developed for our Program.

SAMPLE B

RESOURCE PROGRAM INFORMATION SHEET

In February, 1974, the Westside Area Career/Occupation Project (WACOP) began operation of the Cooperative Community Resource Service.

WACOP is one of the twenty statewide projects in Arizona funded with state monies and works with teachers to incorporate Career Education into the existing school curriculum. WACOP works with eighty-five schools, Grades K-12, in Western Maricopa County and employs one director, nine consultants, and secretarial staff. Eight consultants have offices in various schools served by the Project and function on a one-to-one basis with teachers. One consultant is in charge of the Media Center whose primary function is to serve as a preview and evaluation center for all commercially produced Career Education Media.

In response to requests from businesses and schools, the Cooperative Community Resource Service (CCRS) was established to provide a uniform procedure and central agency for scheduling resources into classrooms and also serve as a catalyst between the resource and the teacher. The service was started by one of the WACOP consultants who serves as advisor to the secretary of the Service. Currently serving twelve schools, the CCRS plans on increasing its use to those schools expressing a need for the service.

Currently the Service has well over 390 resource volunteers on file and hopes to increase this number by fifty per-cent during the 1974-75 school year.

SAMPLE C

SUGGESTED OUTLINE: SPEAKERS

Thank you so much for offering to speak to students regarding your field of work. Because of the varied abilities and interests in different grade levels, this outline is offered as a suggested guide in planning your presentation. Please feel free to add to, or delete material depending on the response of the group, time available, and your own preference.

General Purpose

To provide students an opportunity to meet and talk with adults and to inquire about their careers.

To develop an awareness of the world of work in all fields of work. To show how the student's present-day school work relates to work in an adult life.

Attire

Please wear the uniform or clothes normally worn to work. Explain its purpose and value (include any safety equipment worn.)

Tools, Equipment, and Samples of Work

Bring that which is most useful or important on the job. Use same in actual presentation.

Kindergarten through Third Grades

General exposure is usually all that is needed at this early age. Talks should be less than thirty minutes and technical information should be avoided. As many visual aids as possible should be included, especially "tools of trade." If children may handle these materials, it usually adds to interest. Basic information to be covered:

1. Explain a typical day of work:

   A. Stress the routine as well as the divergent aspects of your work.

   B. Storytelling can be valuable. Relate interesting incidents from your work.

SAMPLE C
(continued)

C. Clarify what you like most and least of your work.

2. When possible, use slides, films, charts, and other audio-visual aids. Notify the teacher of any equipment you will need.

Fourth Through Sixth Grades

Talks can range from 30-45 minutes and again, any materials children can look at and/or handle greatly helps. Basic information to be covered in addition to items 1 and 2:

3. Briefly describe the personal qualities one would need to do your job--strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with minor details, ability to deal with other people, etc.

4. Discuss any definite safety and danger features of the job.

5. Discuss why you chose a particular career--how did you get involved in this career, how could a student know if he might be suited for this job someday, etc.

6. Technical terminology can be used but it must be explained. You can involve teachers by asking them to help explain terms.

7. Discuss the types of attitudes you should have for this job.

Seventh and Eighth Grades

Talks can range from 40-50 minutes. Visual aids should be included and hand-outs can be given to class. Basic information to be covered in addition to items 1 through 7:

8. Explain what personal satisfactions make the job worthwhile for you and what disadvantages there are for you as related to other similiar occupations.

SAMPLE C
(continued)

9. Give a general idea of salary. At this level vacation time, other benefits and possible advancement potential are also of interest.

10. If your job is seasonal, explain the effect of weathers and seasons and how your life style is affected.

11. Discuss which high school subjects should be stressed for success in this field.

Ninth Through Twelfth Grades

Students are nearing decision stages and factual information is necessary. Talks should be limited to 45 minutes due to class schedules and to allow for question and answer periods. Visual aids are still helpful, such as pamphlets, charts, pictures, etc. Basic information to be covered in addition to items 1 through 11:

12. Explain the education and experience required for this job.

13. If possible, give suggestions as to where students can write letters to obtain additional information.

STEP #5: DECIDE UPON THE POPULATION TO BE CONTACTED AND BEGIN CONTACTING

Ideally, each committee member should assume responsibility for surveying a minimum of two areas listed below with the bulk of the telephone contacts being assumed by a member who has mornings and/or afternoons free. Once each of the areas to be surveyed has been assigned, a date should be set one month in advance for a "feedback" session. Until then, members should keep in contact with the chairman making periodic reports and conferring on any problems which may arise.

The following will provide a place from which potential resources can be obtained. Each of the below is discussed at length in the following pages:

AREA	PAGE NUMBER
Parents	13
Clubs and Organizations	19
Students	20
Yellow Pages	23
Local, State, County and Federal Government	24
Friends and Acquaintances	25
Nearby Businesses	28
Retirement Communities	29
Existing Guides and Speaking Groups	31
Colleges and Universities	31
Specialized Skill-Training Schools or Institutes	31
Teacher Exchange	31
Chamber of Commerce	32

Before beginning your survey, it's important to realize that with most community resources, you will not find a great number of experienced public speakers. This is no reason, however, to avoid accepting the contribution they can make. There are four positive ways to approach the use of a person unskilled in speaking and/or working with students:

1. The students should be able to learn from anyone if (A) they are trained in effective question asking (see Sample J, page 36), and (B) effective introductory activities are used to prepare the students for the presentations.

2. Resources usually appreciate information about the characteristics of the students to whom they'll be speaking and a brief outline about the type of information they are to present (See Sample C, page 9).

3. Resource persons may be able to gain in presentation skills if exposed to some type of training workshop or media (see booklets listed on back of front cover for additional information on this subject).

4. Positive open attitudes of teacher and student (along with limitation of presentation length) can strengthen the learnings gained by community resources. Students should value the fact that variance in speaking ability exists. Every worker just is not a slick, trained speaker and it is unrealistic to expect it. Students should be encouraged to appreciate the variety in people.

Parents

Parents of the students in the school are perhaps the most convenient and willing community resources. Depending on the composition of the local area, you can usually find parents with careers ranging from skilled to professional who are willing to talk to students.

To Contact Parents:

1. Parent-Teacher Organizations and Associations. Request some time from the president or principal to speak at the next PTA/PTO meeting. Prepare a 10-15 minute presentation explaining:

   A. The need for community resources in expanding students' career potential.

   B. The value of parental involvement in the classroom.

   C. The wide range of potential career or leisure time topics available through parents.

   D. The reassurance that speaking in front of students is not really difficult and that teachers will assist where necessary.

SAMPLE D

(SCHOOL NAME) - COMMUNITY RESOURCE PROGRAM

CAN YOU: take some time to come to classrooms and talk to students about your work or leisure-time hobby?

CAN YOU: send some of the "tools of trade" you work with so that students can examine them first hand?

CAN YOU: plan a short "mini-unit" to teach students some of the skills you need for your job or hobby--and then come and teach it to the students?

CAN YOU: help develop a demonstration showing students how Math, English, Social Studies, or Science is used in the "World of Work?"

CAN YOU: think of any other interesting ways that parents, businessmen and other community people can assist students in learning about the "world of work" or the wise use of leisure time?

CAN YOU: name some friends, employers, co-workers or relatives that would like to participate in any of the above ways?

All of these questions are efforts of the Community Resource Bank Committee to expand the school to include the whole community.

We are now actively involved in surveying many people, places and activities which could serve as classroom resources in Career Education.

Think of the great pool of resources that could be tapped and the enrichment that could be provided through a successful "COMMUNITY RESOURCE BANK."

If you would like to help in any way, please fill out the attached questionnaire and return it as noted on the bottom of the questionnaire.

SAMPLE D
(continued)

Dear Parent,

Our school is building a resource bank of community people who will help students see the practical use of school subjects by beginning to explore the wide world of career choices. We need your help. Please fill out this questionnaire if you are willing to share your time with students. We appreciate the contribution you can make and believe this program will make a big difference to the students of our school.

Sincerely,
The Community Resource Program Committee

NAME_____ OCCUPATION_____

COMPANY_____ BUSINESS PHONE_____

BUSINESS ADDRESS_____ HOME PHONE_____

I AM WILLING TO:

_____ SHARE MY OCCUPATION OF_____

_____ PROVIDE OTHER RESOURCES SUCH AS: ____PAMPHLETS, ____FILMS

____TOOLS OF TRADE, ____ACTUAL SIMULATED EXPERIENCES

WITH_____

I PREFER WORKING WITH: ____PRIMARY, ____INTERMEDIATE, ____ JR. HIGH,

____HIGH SCHOOL, ____ALL

DO YOU HAVE ANY PREFERENCE TO SIZE OF GROUP?_____

WHAT ARE THE MOST CONVENIENT TIMES FOR YOU?_____

COMMENTS:

THANK YOU!
The Resource Committee

SAMPLE E

TEN WAYS PARENTS CAN HELP TO DEVELOP CHILDREN'S CAREER ATTITUDES

1. Help children explore whether they like best to work with PEOPLE, IDEAS, OR THINGS by giving choices whenever possible, such as:

   "Cindy, would you rather help me make the sandwiches (things) or serve the appetizers to the guests (people)?"

   "Bob, which would you rather do? Try to fix this old clock (things) or help to decide where the new bookcase should go (ideas)?"

2. Give your child some choice in his regular household chores. Insist that he complete them and do at least one of them very well.

3. Try to give children an opportunity to earn extra money by doing additional chores.

4. Include your child in occasional family decisions. If you are deciding between two purchases, for example, ask him for his opinion and his reasons for one choice or the other.

5. Try to arrange with school and your place of employment to allow your child to accompany you for one-half day on your job. Talk to him about it, ask what he noticed, etc.

6. If your child has a particular interest, take him to events or places to satisfy that interest--the airport, horse shows, Humane Society, a ranch, Air Force base, sports events, etc. Encourage him to ask people questions about what they do in their work there.

7. Whenever possible, point out the jobs that different people are doing around you. Do not say, "If you don't study your math, you're going to be doing a job like that." Do comment positively about the work of others, "Where would we be if we didn't have a sanitation department?" or "Being a good waitress takes a lot of ability to get along well with people." Do stress the positive aspects of your own work.

8. Do not pressure your child to decide "what he will be when he grows up." Instead, talk in broader terms about what seems like "good" jobs to him and why, and about what jobs do not seem like "good" jobs.

SAMPLE E
(continued)

9. There are many children's books written about different types of work. Take your child to the library as often as possible and occasionally check out books about people that work in areas that interest him. Do not insist that he read it, just have it available.

10. Encourage hobbies for children. Help them with needed time, materials, and verbal support.

    Examples:

cooking	crafts
collections	music
building	sewing
repairing	books

Hobbies may or may not lead to vocational choices, but even if they do not, they provide a lifelong skill that could be invaluable for productive leisure time.

SAMPLE F

FOLLOW-UP LETTER: PTA/PTO

Dear _____,

Thank you very much for returning the response card indicating that you will help us in expanding the knowledge of the young people in our schools. We feel that parents are children's most important models in life, and knowledge of the kind of work they do and how they feel about it can often help the student make a better decision for himself in the future. Knowledge of many choices of productive leisure time activities can also make the difference between potential satisfaction and boredom.

You will be contacted for further planning as soon as we have completed our preparation for this Program.

Thank you again.

Sincerely,

Have a resource file card ready for dissemination along with take-home sheets on "Ten Ways Parents Can Help to Develop Children's Career Attitudes" (see page 16, Sample E) and ask that parents complete the cards and return them at the end of the meeting, if possible. Follow-up interested parents with a letter (see page 18, Sample F) or phone call.

2. Canvass Survey Using Questionnaires. Prepare a questionnaire to be sent home to all parents (see page 14, Sample D).

   Meet with grade chairman or other representatives from each grade level to explain questionnaires. Ask them to distribute and explain questionnaires to all teachers of their grade level. Each teacher then makes certain every student receives a questionnaire for his parents and the sheet on "Ten Ways Parents Can Help to Develop Children's Career Attitudes" with the understanding of the purpose and need for returning questionnaires. Teachers should be asked to encourage all students to return the questionnaires and can suggest that students have the responsibility of involving his parents in his school life.

   These questionnaires may be included as part of a monthly newsletter sent home to all parents.

Clubs and Organizations

Fraternal and social, special interest or business organizations are often excellent sources because they often adopt educational goals as part of their activities. As you phone or write, you will find that many of these organizations will have a chairman in charge of speakers. In this case, the chairman's name would be in your files (or speaker list) and you would contact him/her to arrange speakers for you.

Where the organization does not have a chairman for speakers, you may ask to make a brief presentation to the club. In this case, follow the procedure outlined on page 13, item number one. If the organization is interested but you are unable to make a presentation, a follow-up letter can be sent (questionnaires can be enclosed for club members to return to you. A sample letter appears on page 21, Sample G).

The following organizations are examples of excellent sources found in the Yellow Pages under the heading of Clubs and the heading of Organizations:

Advertising Club
American Institute of Architects
Boys Club
Chamber of Commerce
Elks Lodges
German American Society
Girl Scouts
Jaycees
Knights of Columbus
Lawyers Club
Masonic Lodges
Medical Society
Optimist Club
Riding and Polo Club
Rotary Club
State Nurses Association
Travel Club
Veterans of Foreign Wars
Veterinary Medical Association
World Affairs Council
YMCA
Zoological Society

Students

There are at least three good ways to involve students in the enrichment of career education in the classroom.

1. A "Leisure-Time Interest" or "Hobby Week" might be developed during which students can share a recreational skill, collection, craft, special knowledge or other asset concerning productive use of leisure time and discuss how this might affect future career choice. Students might even go from room to room to demonstrate or tell about their interests.

   The best way to survey students is for each teacher to take one class period to discuss with her students what a "Leisure-Time Interest" is and then to ask each student to think about it overnight. The next day, ask students what their contribution might be. List each skill or interest next to the student's name and have one class compile all the lists. Allow a time for training in giving presentations and a time for planning a presentation schedule. Then Go To It!

   Besides obvious choices such as stamp collecting, model building or playing the guitar--don't leave out such interests or skills as:

   "Expert" bike riding
   Showing card tricks
   Fixing mechanical objects
   "Expert" Frisby throwing

SAMPLE G

FOLLOW-UP LETTER: CLUBS AND ORGANIZATIONS

Dear _____,

This letter is regarding a phone call I made to you earlier this week. You had mentioned that you were interested in our project and would like to have the information in writing before making further plans.

I am a teacher at _____ School and teachers here are interested in assisting students in learning about the great variety of careers and potential leisure-time activities available in the world of today. We feel that by broadening their horizon of potential careers and developing productive leisure interests, we are helping them prepare for the future.

Our greatest resources are those people who are already actively involved in the "world of work" and are finding satisfaction in selected leisure-time activities.

We are certain that your organization has many people who could serve as rich resources for the students in our school. Will you take the time to ask your members if they could act as guest speakers occasionally, send "tools of trade" or printed information or help in any other way?

Please drop me a note, call _____ or check off appropriate responses on the enclosed questionnaires. A self-addressed envelope is included.

Sincerely,

Enclosures: 10 each (School Name) - Community Resource Program
(see page 14, Sample D).

Being a good dancer
Knowing all the current football teams
Knowing the words for all the latest songs
Making good cookies
Ability to thread a projector
Ability to draw certain items very well (cars, clothes, people, horses, etc.)
Ability to teach someone how to play a new game (Monopoly, Clue, Pinochle, Black Magic, etc.)
Planting flowers so that they grow
Being able to take complete care of a dog, cat, bird, fish, etc.
Making a campfire.

With items such as these, every student should be able to find something he or she can tell about or demonstrate.

2. The second way students can enrich career education in the classroom is by acting as "Teacher for a Class." As everyone knows, one of the best ways to remember how to do something is to try and teach someone else how to do it.

   Ask a teacher (or teachers) in a grade at least two years above your own if they would be interested in assigning students, as part of their current lesson, to prepare to TEACH younger students one skill or piece of information they have learned. It would need to be short and simple and of interest to the younger student. The "teacher" should present to only a small group--say about 5-10--so that he will feel more relaxed and there is less possibility of behavior problems.

   Students might teach such things as:

   What the colors mean on the map.
   How to identify some outdoor plants.
   What cloud shapes indicate.
   How to draw in perspective.
   The story of the explorers (as an adventure--no dates).
   How to measure liquids.
   How to use exciting adjectives in a story.
   How to do simple algebra or geometry problems.
   Whatever!

3. Another excellent source of student involvement can be found in the Cooperative Education Programs at the high

school level. Primarily for Seniors, these programs require students to attend school in the morning and assist them in securing jobs in the afternoon for which they receive high school credit and salary. These high schoolers are often very willing to speak about their jobs and the Cooperative Education programs as well. By contacting the Cooperative Education teacher at any local high school you can tap a potential gold mine of resource volunteers.

4. Students often look up to older students and may be even more interested in the topic than if you yourself tried to teach it.

   A. Ask students to see if there are "tools of trade," pictures, etc. or something they can borrow to show to the class which relates to their parent's careers.

   B. Many parents have interesting jobs, but do not have the time to take off work for a school presentation. In this case, their children can often serve as their substitutes.

   C. Parents can help students at home prepare the information they can then pass on to their classmates.

Yellow Pages

"Let Your Fingers Do The Walking" should be emblazoned on the front of every community resource guide. It is truly amazing the vast number of resources that can be found in that great invention--THE YELLOW PAGES.

Following is a tiny portion of the treasures that were found in the Phoenix Telephone Directory by going through the Yellow Pages for exactly thirty minutes:

Trace International School of Self-Defense
Hostess Cake Company
Arizona Cactus Curios
Grimshaw Mortuaries
ABC Theatrical Rentals and Sales
Arizona Safety Council
Phoenix Advertising Club
International Beads and Crafts, Inc.
Ibold's Indian Store
Global Van Lines

Artists-Musicians Academy
Bugsy Exterminating Company
Royal Dog Grooming Studio
Columbia School of Broadcasting
Arizona Weight Losers International
Associated Court Reporters
Aqua Sports, Inc.
Western Woodcraft Company
Mexican Government Tourism Department
Kellers House of Cake Decorating
Leonora Olson Yoga Studio
Tri-City Veterinary Hospital
Artcraft Embroidery Company
Blue River Graphics
Polywer Forming, Inc.
TV Guide Magazine

1. Make a phone call to the manager or owner and briefly explain the program. Ask if they (or a member of their staff) would be interested in serving as a resource.

2. Give them some examples of the information they might provide (career, leisure time, hobby, demonstration, etc.) and record on the resource file card all the information given by the resource.

3. Ask them if they would like an information sheet about the program and thank them for their time.

4. Send the information sheet and add a personal note on the sheet.

Local, State, County, and Federal Government

A rather handy central location for finding a speaker, field trip site, etc. is in the telephone book under Arizona State Government, United States Government, Phoenix City Government, and Maricopa County Government (substitute your own city, county, and state of course).

For example, the following interesting departments were found in this way:

Under "United States Government:"

Disease Investigations
Secret Service
Area Director of Safety
Bureau of International Commerce

Under "Arizona State Government:"

Regional Library for the Blind and
Physically Handicapped
State Youth Opportunity Office
Ex-Offender Program
Air Pollution Control

Under "Maricopa County Government:"

Mental Health Bureau
Juvenile Court Center
Flood Control Office
Services to the Aged

Under "Phoenix City Government:"

Drug Abuse Control Co-ordinator
Traffic Engineering Department
Rumor Control Center
Civil Defense and Emergency Services

Since government officials are (theoretically) in business primarily for service rather than profit, they are often more willing than private businessmen to offer time for educational purposes. The ideal way to discover potential resources is to have each student write a letter to a different department with an enclosed short questionnaire to be returned. Positive responses can then be followed up with a telephone call. (See page 26, Sample H for a sample letter and questionnaire.)

Where an adult is responsible for the survey, the letter can be sent by the adult or a telephone call can be made directly.

Friends and Acquaintances

No one really likes to take advantage of friends when it comes to school-related activities. Quite often, however, there's a prospective teacher lurking deep inside an acquaintance, for whom the opportunity to work with children is an exciting prospect.

As an example of the resources to be found close at hand, I sat down recently and listed some of the occupations of my own friends and acquaintances. Among others, I know an architect, a psychologist, a lawyer, a computer analyst, an owner of a men's clothing store, an Air Force Major and a glider pilot.

The best approach seems to be a direct one, "Would you consider visiting a classroom and telling students about your job?"

SAMPLE H

LETTER: GOVERNMENT AGENCIES

Dear Sir:

I am a(n) _____ grade student at _____ School and we are now studying all types of careers so that we can better plan for our own future someday. We are very interested in the many careers in government work. Your department, Disease Investivation, sounds especially interesting.

Could you possibly help our investigation of careers by helping us bring the real world into the classroom? If you are interested, please fill out the form below and send it back in the self-addressed envelope. If you are not interested, please ask others in your department. This is only a survey. We will call you for more details later. Thank you very much.

Sincerely,

(name)

NAME_____ PHONE_____

ADDRESS_____

DEPARTMENT_____ POSITION_____

I understand that I will be receiving more information later but I think I may be able to help by:

_____A. Acting as guest speaker to describe my career.

_____B. By sending some "tools of trade" to examine.

_____C. By giving a demonstration on a skill in my job OR the practical use of some school subject.

_____D. By sponsoring an interested student to observe with me for a day.

Please use the space below to tell what exactly you do on your job.

Explain that you are trying to help the students learn about the "world of work" so that students will have more background information from which they will eventually make their career choices.

OR

Explain that you are interested in enriching the leisure time that students have by teaching them about valuable hobbies, sports, or other productive avocational activities.

OR

Say that you would like to show students how math (reading, science, etc.) is used in the "real world" so that they will find more relevance in learning the subject.

Offer these three suggestions to speakers who ask for advice on speaking to a group of students:

1. Speak simply (explain any technical terms in simple language).

2. Bring something to show or plan an activity that the students can do.

3. Spice up the presentation with several anecdotes about experiences that have actually happened "on the job."

As for speaker's basic information, tell the person to review the items of information that they believe to be of value to a student interested in a particular career or hobby with consideration to the grade level of the student. A suggested outline for speakers can be found in Sample C, page 9.

For your sake too, it's nice for personal friends and acquaintances to have an especially positive initial experience. The following are helpful suggestions:

1. Schedule the speaker first to your classroom or the room of someone you know will have an attentive class. In the event your friend is dynamic personally, but gives an uninteresting presentation, students should be trained to hide obvious boredom in the face of guest presentations. Questions can greatly enrich a presentation and students who are trained in effective questioning will be able to "carry" the presentation. It would be a good idea to "plant" a few questions ahead of time. (Effective questioning strategies are included in Sample J, page 36).

2. Schedule speakers just before a definite break (lunch, recess, a class change, etc.) so that too-long presentations can be avoided. Speakers will not be offended if they can see that you have no choice in ending the presentation at that point.

3. Have students write thank-you notes with an added note from you.

NOTE: The preceding information is all related to using resources as classroom speakers. Other activities, such as field trips, mini-units or demonstrations, all deserve the same amount of, or more, special care. Speakers in this category often do an especially good job because they know and like you personally. However, you must take care to make sure that the speaker also enjoys the presentation.

Nearby Businesses

It is often the case that field trips by bus are difficult to schedule because available times are booked up or because school budgets are limited. If you have any type of business or industry nearby, however, cheer up! Why not try a walking field trip?

1. The first thing on your list would be scout the area. Take an afternoon after school (or whenever you can get away) to drive around and jot down the names of all businesses within one-half mile of the school--further if you have an athletic group.

   If you have an older and/or capable class, time can be saved by giving them the assignment of gathering names of nearby stores and businesses whenever they go out.

2. Examine the list and put the businesses in order of priority--the ones you would most like to visit first. The purpose of the trip and student interest should be considered in the selection.

3. Beginning with the first names on your list, look in the white pages of the telephone book and begin contacting the owners or managers of the various businesses.

4. Make arrangements for the date and time for the field trip along with a definite statement of purpose to be discussed with the owner or manager.

5. Work with students to determine desired outcomes of the field trip. Each student should have something definite to accomplish on the trip such as an assigned report, a career booklet, specific questions to be answered and turned in, etc.

Those nearby businesses who do not encourage field trips may be willing to complete a questionnaire form to serve as a classroom resource.

As another alternative, letters can be sent to all businesses within a given radius of the school (usually one mile) explaining the program and asking for volunteers as field trip sites and/or resource speakers.

Retirement Communities

There is a wealth of potential resources in housing areas designed for retired persons. Not only will you find their career backgrounds in everything from armed forces to zoology, but you will be approaching someone who is often available during the school day. There is sometimes a disadvantage in inviting an older person into the classroom because of student attitudes toward "old age" and adult attitudes toward "rowdy kids." However, if the person is enthusiastic and has vitality and, if the students attitudes and behavior are modified and improved through productive class discussion, retirement communities can be one of your best sources.

With this group, it is suggested that you make a special effort to schedule each volunteer at least once. Hurt feelings may easily result from an elder person volunteering a service for which he is never contacted.

To contact groups in this category, you can call the Homeowner's Association, the editor of the newsletter that is usually published in retirement communities and/or local civic clubs such as the Rotary or Elks and ask for their membership list so that you can contact each member individually by phone or letter.

Sometimes an even more effective way to contact such a group is to have a student write a letter to the individual club, association or publication enclosing questionnaire(s) and a return envelope (see Sample I, page 30). Many clubs may invite you to make a presentation at their monthly meeting (in which case the information on page 13, item number one of this booklet will be helpful).

SAMPLE I

SAMPLE LETTER: RETIREMENT COMMUNITIES

Dear _____:

I am a student from _____School. Our class is interested in learning about all kinds of jobs and things we could do in our free time some day. We think we should start learning about this now so that when we are in high school we will know about many jobs and can pick one that will be good for us. Our free time will be important too. We should know how to do many things so that we will not be bored. Can you help us?

Maybe some of the people who live in _____ might want to come to our class as a guest speaker or can help us in some other way. If they do, please give them of these questionnaires.* Ask them to mail it to us.

We have included an envelope if you want to use it.

Sincerely,

SAMPLE LETTER FROM AN OLDER STUDENT
TO RETIREMENT COMMUNITIES

Dear _____:

I am a student at _____School and our class is presently studying about careers and future leisure-time activities. We believe that there are many people in your community who might help us enrich our learning with their knowledge and experience.

We would be very grateful if you would contact as many community members as possible and ask them if they would consider visiting our class as a guest speaker or sending interesting pictures or objects to help us learn about the jobs they have held or the leisure-time activities we might want to learn.

I have enclosed ten questionnaires* for anyone who might be interested. The return address is on the form, plus we have included a self-addressed envelope if you would like to return them together. Thank you very much for your time.

Sincerely

*Community Resource Program Questionnaire (Sample D, page 14).

Existing Guides and Speaking Groups

Often various organizations will have a speaker's bureau of their own. The best way to discover these groups is simply to ask everyone you contact if they know of any local speaker's groups. Among the best sources are the Clubs and Organizations found in the Yellow Pages of the phone book in Arizona. The best resource found so far in this category is a speaker's bureau organized by Arizona Business Education and Industry Council in Phoenix. They can be contacted by calling 261-4901.

Another source of existing speaker's lists is usually your local career education project. If you don't already have the number of the project nearest you, call the State Office for Career Education at 271-5346.

Colleges and Universities

Because of the number of different courses offered at colleges and universities there is an unusually varied group of qualified "experts" gathered together in appreciable numbers. While these men and women do not often desire to speak to students younger than high school juniors or seniors, they may serve as excellent resources in suggesting ideas, sources of free or inexpensive materials and personal contacts for people who can visit your classroom (sometimes even their own students).

Specialized Skill-Training Schools or Institutes

Again, check the Yellow Pages! Look under "schools" and you'll find people who are often anxious for speaking engagements with students because of their desire for positive exposure. The only danger to guard against--and this should be discussed in advance--is the possibility of the presentation being nothing more than a hard-sell for their school. The most that should be allowed is a brief mention of their school's name and function and maybe one brochure. If the representative balks it's best to eliminate his name from your list. Parents can get quite upset, and rightfully so, if the school forces their child to be part of a captive audience for sales presentations. The majority of these schools will often agree to terms and present an outstanding program.

Teacher Exchange

Essentially this involves teachers serving as resources for each other. Most teachers have rich and varied backgrounds. One school survey revealed a plumber, an expert water-skier, a former

vinegar inspector, a chicken rancher, a waitress, a photographer and a glider pilot! Under this plan, teachers can trade classes for one period or a teacher may be available for a presentation during a planning period. Administrative approval is necessary before sending questionnaires to teachers. In many cases your administrator will serve as a resource!

Chamber of Commerce

Several hundred businesses usually belong to this organization and you will find many willing resources here. We know of one case where the Chamber of Commerce cooperated to the extent of sending questionnaires to all its members and then went the extra mile by compiling and printing a Resource Directory. It's worth a try!

STEP #6: DECIDE UPON A PROCEDURE FOR COMPILING THE INFORMATION AND BEGIN COMPILATION

Before you know it you'll be have contact cards all over the place. Any of the following methods of compilation can be used:

1. Arrange the cards in alphabetical order according to the occupation of the resource.

2. Categorize the cards by occupational areas (you can use the fifteen USOE Occupational Clusters). For example: PUBLIC SERVICE, TRANSPORTATION, COMMUNICATION, etc.

3. Arrange the cards according to service provided by resources. For example: SPEAKERS, FIELD TRIP SPONSORS, TEACHER AIDS, etc. Within each category cards can be filed as suggested in item number one above.

4. Arrange the cards alphabetically by last name of the resource, type a master list which lists each person alphabetically by last name and indicates necessary information about the services provided. For example: (See "Master List for Resources" on the next page).

Master List for Resources

NAME OF RESOURCE	OCCUPATION	Primary	Intermediate	Jr. High	High School	Pamphlets, etc.	Occupational Inf.	Hobby	Other
Beardsly, Ron	Bookkeeper	X	X	X			X		
Greenway, Susi	Secretary			X	X	X	X		X
Johnson, Sam	Mechanic				X	X	X		
Jones, Bill	Cashier	X	X	X	X	X	X	X	
McIver, Ginger	Florist				X		X	X	
White, B. J.	Accountant	X	X	X	X	X	X		

A cross filing system will probably be necessary and can easily be accomplished by placing color coded tabs on appropriate cards. For example:

Blue Tab Indicates: Will go to one particular school only.

Green Tab Indicates: Hasn't been called yet. Is very willing to serve.

Orange Tab Indicates: Will host a field trip.

The only obvious note of caution here is: (1) to keep a key which refers to each color code and (2) don't go crazy with cross-references (three should be maximum).

For the Resource List, the cards should be arranged by one of a combination of the above methods, then the Directory can be typed directly from the cards. Appendicies at the back of the Directory are compiled for cross-referencing.

STEP #7: DECIDE UPON A METHOD OF EVALUATION OF RESOURCES AND UPDATING OF INFORMATION ON FILE

The only way to determine if the expressed need is being met is to receive feedback from the teacher, the students, and the resource.

Through the Program, evaluations can be sent to the teacher, the student and the resource. The Program should receive and compile the results of the evaluations for (1) reports, (2) references regarding the success of any resource appearance, and (3) suggestions in improving the Program. If the evaluation is easy to complete, concise, and provides for additional comments, it will have a good chance of being completed and returned.

Updating the Contact Cards

Every four months is a good time span to use in updating the contact cards. Thus, if your Program is operational all year, you will update three times; if operational during school months you will update twice yearly.

Two methods can be used:

1. Call each person for whom you have a card. This way you can:

   A. Double check all the information on the card.

   B. Ask the resource if he has enjoyed his visits.

   C. Ask the resource if he will remain on file for another four months.

   D. Answer any questions the resource may have.

2. Send a note to each person for whom you have a card explaining the updating procedure now taking place and stating that unless you hear from the resource, you will assume he will remain on file for another four months and that all the information on his contact card is still correct. Provide your telephone number.

We prefer the first method because of the personal contact and the accuracy of the contact.

STEP #8: PRINT "TIPS" FOR TEACHERS AND FOR RESOURCES

Arrange for the printing of Sample C (page 9) and Sample J (page 36).

STEP #9: MAKE RESOURCES AVAILABLE TO TEACHERS

The results of the survey should all be kept in one central location. If your program involves appointing a secretary to schedule the resources for the teachers then the resource file questionnaire cards should be arranged in an easily accessible filing system (see page 32). If your program consists of printing a Resource List which is distributed to teachers for use in contacting these resources on their own time, then the cards should be categorized, a list printed from the information on the cards and distributed to teachers.

In either case, the cards should be kept in one location and any revisions or updating of information should be recorded on the card.

Experience has taught us that some sort of presentation or information sheet to teachers regarding use of resources will get your program off and rolling and will keep confusion about the Program to a minimum.

SAMPLE J

DEVELOPING SKILL IN QUESTIONING STRATEGIES

1. Practice with your class the game of twenty questions. After each game discuss several of the best questions. Discuss with the class why beginning questions like, "Would you probably find at least one in every house?" is better than "Is it green?" Also try to help children remember what aspects have already been answered. For example, write these four statements on the board:

   A. "Is it bigger than my hand?" "No."

   B. "Is it bigger than my finger?" "Yes."

   C. "Does it move by itself?" "No."

   D. "Can a person ride in it?" "No."

   Ask the class why question "D" is not a good question (if it's smaller than a hand and doesn't move by itself chances are that no one could ride in it). Several exercises like this should help sharpen memory and reasoning.

2. Help students to ask questions that cannot be answered by a simple "yes" or "no."

   Sample activity for Upper Grades

   How can these questions be changed to get a more complete answer?

   A. Do you like your job?

   B. Do you have to go to college to have a job like yours?

   C. Do you need mechanical ability in your career?

   Sample Answers

   A. What do you like (or dislike) most about your job?

   B. What kind of training should a person have to get a job like yours?

   C. Are there any special skills or abilities you should have to be successful in your job?

SAMPLE J
(continued)

3. Make sure you "plant" several questions that are likely to produce interesting answers.

   Examples

   A. What is one of the most interesting things that ever happened on your job?

   B. What did you think your career would be when you were our age?

   C. What is one thing you do on your job that you really don't like doing.

   D. How do employers in your job area feel about things like long hair on boys or girls in pants outfits?

   E. What type of person do you think would be most successful on a job like yours?

4. Give students a list of questions that should be answered and handed in at the end of the talk. They will be more attentive to the talk if they must catch certain information.

   Samples

   Primary

   A. Draw a picture showing one thing this person does on his job.

   B. Does this person work with machines? People? Ideas?

   Intermediate - Items "A" and "B" above and:

   C. Name some special "tools of trade" this person uses.

   D. Did this person mention something he didn't like about his job? If so, what?

   Upper - Items "B" through "D" and:

   E. Name two high school courses someone interested in this job could take.

SAMPLE J
(continued)

F. Describe a typical day on this job.

G. What special skills should a person have for this job?

High School - Items "B" through "G" and:

H. What kind of training should a person have in order to qualify for this kind of job?

I. Name two things you would like about this person's job and two things you would not like.

An alternative to this is having students write their own questions before the speaker arrives, then turn in the answers after the talk.